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MONTANA

REGIONAL SERVICES PLAN

FOR THE HANDICAPPED

STATE AND FEDERALLY FUNDED PROGRAMS FOR THE HANDICAPPED

Office of the Superintendent
of Public Instruction
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Helena, Montana 59601

Discussion Draft - August, 1973

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TABLE OF CONTENTS

Page

Section I. Introduction ---------- 1

Section II. Purpose ---------- 1

Section III. Objectives ---------- 1

A. Objectives for Fiscal Year 1974 ---------- 1

B. Objectives for Fiscal Year 1975 ---------- 3

Section IV. Procedures and Rationale ---------- 3

Procedures ---------- 3

A. Funding ---------- 3

B. Staffing ---------- 4

C. Duties of regional coordinators ---------- 4

Rationale ---------- 6

Section V. Evaluation ---------- 6

APPENDICES

Appendix I - Definitions of the Handicapped ---------- 8

Montana's Programs for Children and Youth with Learning Handicaps ---------- 8

A. Definitions ---------- 8

1. Children and youth with learning handicaps ---------- 8

2. Special Education ---------- 8

B. Kinds of Handicapping Conditions ---------- 8

1. Mentally retarded ---------- 8

2. Physically handicapped ---------- 9

Page

Vocational Education Amendments of 1968, P.L. 90-576 ---------- 9

A. Eligibility ---------- 9

B. Categories ---------- 9

1. Mentally retarded ---------- 9

a. Educable retarded ---------- 10

b. Trainable retarded---------- 10

2. Learning disability ---------- 10

3. Seriously emotionally disturbed ---------- 10

4. Orthopedically handicapped (crippled)---------- 10

5. Visually handicapped ---------- 11

a. Partially sighted ---------- 11

b. Blind ---------- 11

6. Hearing impaired ---------- 11

a. Hard of hearing ---------- 11

b. Deaf ---------- 11

7. Speech impaired ---------- 11

8. Other health impaired ---------- 11

9. Multi-handicapped ---------- 12

ESEA Title III ---------- 12

A. Definitions ---------- 12

B. Kinds of Handicapping Conditions ---------- 12

1. Seriously emotionally disturbed children ---------- 12

2. Children with "specific learning disabilities" -------- 12

C. Eligibility ---------- 12

Page

ESEA Title I ---------- 13

Appendix II - Map of Regions ---------- 14

Appendix III - Existing and Proposed Service Units ---------- 15

Appendix IV - Position Descriptions of Regional Resource Coordinator, Retional Coordinator and Area Resource Teachers ---------- 16

A. Position Description - Regional Resource Coordinator ---------- 16

B. Position Description - Regional Coordinator ---------- 16

C. Position Description - Area Resource Teacher ---------- 17

Appendix V - Goals of Special Education Instructional Materials Centers ---------- 19

A. Goal Number One ---------- 19

B. Goal Number Two ---------- 21

Appendix VI - FY '74 Detailed Budget for Regionalized Services for the Handicapped ---------- 22

REGIONAL SERVICES PLAN

STATE AND FEDERALLY FUNDED PROGRAMS FOR THE HANDICAPPED*

I. INTRODUCTION:

The Regional Services Plan herein outlined is an attempt to provide greater local and state coordination of federal and state programs for the handicapped. These programs, which are funded through and approved by the Superintendent of Public Instruction, have in the past achieved only limited coordination at the state level. Similarly, there has been no evident coordination between local educational agencies in planning for the allocation of funds and resources utilized to provide services for the handicapped. The implementation of this plan will result in state and local coordination in needs assessment, planning, implementation and evaluation.

Federal funds from the Education of the Handicapped Act are presently being used to provide regionalized services through Project Outreach and through special education instructional materials centers. The regions used to deliver these services are those that were defined in the Governor's plan of 1971 for mental health and mental retardation planning for Montana (see Appendix II).

II. PURPOSE:

The purpose of this Regional Services Plan is to develop a coordinated statewide needs assessment program, establish regional goals, review local program proposals prior to submitting them to the Superintendent of Public Instruction for approval and to provide for regional implementation and evaluation of educational programs for the handicapped. An integral part of the plan is to achieve interagency coordination at the regional level. The plan will serve a target population consisting of those students affected by federal and state funded programs for the handicapped.

III. OBJECTIVES:

A. Objectives for Fiscal Year 1974

1. By August 1, 1973, contracts will have been negotiated with appropriate school districts; personnel will have been hired as stipulated in this plan.

2. By October 19, 1973, a regional council will have been formed and will have assembled at least once within each of the five regions.

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*See Appendix I for definitions.

3. By October 19, 1973, a procedure outlining methods to attain lines of communication and coordination among local education agencies, state agencies, private agencies and associations serving handicapped persons will have been developed.

4. By November 23, 1973, each regional council will have identified handicapped children, youth and adults eligible for services under federal and state programs delineated in Part IV, Section A.

5. Beginning December 14, 1973, each regional council will review FY '74 school district and state institution federal program proposals for the education of the handicapped which have not yet been submitted to the Superintendent of Public Instruction. The regional councils will make recommendations to the State Superintendent concerning these program proposals, including recommendations for approval or non-approval.

6. By January 5, 1974, each regional council will have initiated a needs assessment identifying the needs of their target population.

7. By March 1, 1974, each regional council will have reviewed all federally funded programs for the handicapped which are currently operating in school districts or state institutions within their respective region.

8. By April 30, 1974, each regional council will have developed a fiscal year 1975 plan for coordinating services and instruction for handicapped persons, utilizing identified federal and state funding from Superintendent of Public Instruction.

9. By May 17, 1974, each regional council will have approved, prioritized and submitted to the Superintendent of Public Instruction project proposals for FY '75 within the identified federal programs for the handicapped.

10. Each regional council should review local special education programs to be funded by the state foundation program in order to strengthen program proposals and eliminate duplication.

11. Each regional council will submit recommendations to the Superintendent of Public Instruction for the use of funds for training teachers of the handicapped (EHA, Part D).

12. By June 14, 1974, each regional coordinator will have conducted, compiled and submitted to the Superintendent of Public Instruction an evaluation of council operations based on objectives two (2) through eleven (11) above.

13. By June, 1974, the Regional Resource Coordinator, in conjunction with Special Education Departments within the university system, will develop a regional resource model for Montana.

14. $2,500,000 will be applied for by the Superintendent of Public Instruction to be used for providing additional programs for handicapped persons, and for providing supplementary activities and services in conjunction with the Montana Regional Services Plan for the Handicapped.

B. Objectives for Fiscal Year 1975

The objectives for FY '75 will be developed by the regional coordinators and the regional councils working in conjunction with the State Supervisor of Special Education. These objectives will be developed and submitted for approval by May 17, 1974.

IV. PROCEDURES AND RATIONALE:

Procedures

A. Funding

1. Federal and state funds which are currently supporting educational programs for the handicapped and which could be utilized under this plan are listed below.

Special Education Foundation Program	$6,000,000
EHA, Part B	200,000
EHA, Part D	62,279
ESEA Title I (89-313)	202,000
ESEA Title III (15%)	81,000
Vocational Education (P.L. 90-576)	200,000
Project Outreach	50,000
TOTAL	$6,795,279

2. The U.S. Commissioner of Education has discretionary funds which might be available. Regional councils may want to consider applying for discretionary funds in the following federal programs:

Title III ESEA
Title VI-B EHA
Title VI-C EHA
Title VI-D EHA
Title VI-E EHA
Title VI-G EHA
Title VII ESEA
Title VIII ESEA
Vocational Act and Amendments, Part C and D

3. Local school district and state institution general fund budgets might be used to supplement programs for the handicapped.

4. $2,500,000 will be requested of the 1975 legislative assembly.

5. The service units (see Appendix III) will be funded from the following federal program sources:

EHA, Part B	
FY '73 Carryover	$ 28,607
FY '74 Allocation ($200,000 less $20,000 state administration)	180.000
Project Outreach ($50,000 less $2,500 for administration)	47,500
TOTAL	$ 256,107

6. During FY '74 it is proposed that the following federal funds continue to be administered as they are now being administered:

EHA, Part D
Title I (P.L. 89-313)
Title III (15%)
Vocational Education (P.L. 90-576)
Project Outreach

An exception to the above is stated in Part III under Objective No. 5.

B. Staffing

It is proposed that EHA, Part B funds ($200,000) be utilized to accomplish the objectives stated in Part III of this plan and as set out below:

1. The state Supervisor of Special Education will have responsibility for conducting the following activities:

   a. achieving all the stated objectives in Part III on a statewide basis;

   b. providing inservice training to the regional coordinators regarding federal and state regulations of programs for the handicapped;

   c. coordinating the activities of the regional councils; and

   d. final approval of all state and federally funded programs.

2. Employ five regional coordinators by August 1, 1974 to be located in:

   Missoula - Region I
   Great Falls - Region II
   Helena - Region III
   Billings - Region IV
   Glendive - Region V (attached to audiology program)

   One regional coordinator will be designated the regional resource coordinator. This person will have additional duties assigned related to Project Outreach requirements. The objectives for special education instructional materials centers, area resource teachers and regional coordinators will be integrated and coordinated with the objectives of the regional councils (see Appendix IV). A detailed budget has been developed to indicate how funding from EHA, Part B, and Project Outreach will be utilized to fulfill plans for regional services for the handicapped (see Appendix VI).

C. Duties of regional coordinators

1. In conjunction with the State Superintendent's office, organize regional councils to be composed of authorized representatives approved by respective school boards within each region.

2. Develop the capability for and aid the regional council in conducting a needs assessment within its region. This effort is to be coordinated with all local educational agencies and should reflect the needs of all public agencies providing services or needing services for the handicapped within the region.

3. Aid the regional council in developing plans for the allocation of funds and resources for providing services and instruction for handicapped persons.

4. Establish interagency communication and coordination between and among the regional council and appropriate public and private agencies and organizations serving handicapped persons.

5. Work in cooperation with Project Outreach personnel in the identification of handicapped children, youth, and adults and in the distribution of special education materials and equipment.

6. Aid local educational agencies in writing project proposals which comply with this regional plan and which fulfill the regulations of state and federal programs.

7. Aid the regional council in making decisions by maintaining a regional central file on all activities specified in the general objectives stated in Part III of this plan. This file would include data on identification of the handicapped, needs assessment, program approval, evaluation, teacher approval and summer training for teachers.

8. Inform state regional council of and assure compliance with state and federal regulations related to program guidelines and time lines for the approval of local programs for the handicapped.

9. Conduct an annual evaluation of regional council activities using the general objectives stated in Part III as basic criteria.

10. The Regional Resource Coordinator will work with Special Education Departments of the univesity system to develop a resource teaching model for special education teachers in Montana.

11. The Regional Resource Coordinator will gather, on a statewide basis, information as to the identification of handicapped persons, and information as to the progress and effectiveness of a resource teaching service pattern based on the behavior of area resource teachers, classroom teachers, administrators of schools and state institutions, and based on parent feedback.

12. Submit to the state Supervisor of Special Education, quarterly written progress reports related to the nine duties specified above.

Rationale

Placing a regional coordinator within each region will result in specific accountability for accomplishing articulated services and instruction for handicapped persons in each region. Trying to establish functional regional councils by remote control from Helena would not be as effective as having a person within each region specifically assigned to accomplish this task. The regional coordinator will serve as a focal point for local educational agencies to begin planning regional services resulting in comprehensive care for handicapped children, youth and adults.

V. EVALUATION:

Standards of performance for the regional councils, the five regional coordinators and the state Supervisor of Special Education are already specified in the objectives of this proposal and in the duties of the State Supervisor and the duties of the regional coordinators. The extent to which these persons accomplish their objectives will serve as criteria of success for this plan.

_A_P_P_E_N_D_I_C_E_S_

APPENDIX I

DEFINITIONS OF THE HANDICAPPED

MONTANA'S PROGRAMS FOR CHILDREN AND YOUTH WITH LEARNING HANDICAPS*

A. Definitions

1. Children and youth with learning handicaps means any young handicapped person (mentally retarded or physically handicapped) 25 years of age and under who is not able to achieve socially, academically, physically and vocationally to his or her level of expectancy as determined by a qualified examiner's assessment of learning aptitude, academic achievement, physical capabilities and/or sensory-motor performance.

2. Special education means the adjustment of school environmental factors, school curricula, teaching methods and materials to provide educational services for those retarded or physically handicapped students who have learning handicaps to such an extent that they do not profit from the regular school program.

B. Kinds of Handicapping Conditions

1. Mentally retarded

a. Educable retarded means a child or young adult who, because of his or her moderately low learning aptitude (an intelligence quotient between 50-75 on the Stanford Binet, Wechsler or other appropriate individual tests for elementary students, or 50-80 for secondary students), has difficulty being educated through conventional classroom instruction. These students are at least capable of achieving some proficiency in basic academic skills and as a result of special education programs, may become economically productive and socially and emotionally adusted.

b. Trainable retarded means a child or young adult who, because of his moderately to severely low learning aptitude (an intelligence quotient between 30-50 on the Stanford Binet, Wechsler or other appropriate individual tests), is incapable of being educated through conventional classroom instruction. These students are capable of achieving very low proficiency in basic academic skills; but through special school programs, they may become at least partially economically productive and socially adjusted in regular and sheltered work settings. Trainable retarded students are usually physically capable of attending school programs. They also can learn to communicate to an extent, make their wants known and understand simple directions.

*Taken from the State Special Education Handbook.

2. Physically handicapped means a young person who has a physical condition or disability which impedes his or her educational progress in the conventional classroom. Following are conditions which describe "physically handicapped."

   a. Orthopedically handicapped and/or multi-handicapped means children and youth with physical conditions which present moderate to severe learning or mobility problems requiring special equipment, services or transportation.

   b. Sensory-neurological and/or speech and language impaired means children and youth who are blind or partially sighted and/or deaf or hearing impaired or who have speech and language impairments.

   c. Special health problems means children and youth who suffer from physical disabilities, cardiac impairment or chronic health problems and must receive special services to meet their educational, social and vocational needs.

VOCATIONAL EDUCATION AMENDMENTS OF 1968, P.L. 90-576

A. Eligibility

To be eligible for special vocational programs, program modifications, and related services under the 10 percent set-aside funds for the handicapped, an individual should fulfill the following conditions:

1. He meets the criteria for classification as handicapped which have been established by the State Educational Agency for the categories included in the definition in the Vocational Education Amendments of 1968.

2. He is diagnosed and classified by qualified professional persons.

3. He is unable, because of his handicapping condition, to succeed in vocational programs designed for persons without such handicaps.

B. Categories

1. Mentally retarded

Individuals are considered to be mentally retarded when their rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development.

a. Educable retarded

Individuals in this group have a rate of intellectual development which is approximately 45 to 75 percent of normal. They can be expected to achieve maximally at the sixth grade level in academic work. However, they can be educated and trained to enter the world of work in positions which formerly may have been considered beyond their capabilities.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

b. Trainable retarded

Individuals in this group have a rate of intellectual development approximately 25 to 50 percent of normal and respond more slowly to education and training than do the Educable Retarded. Many can be trained for jobs which require single skills and in which adequate supervision is provided.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

2. Learning disability

Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, development asphasis, etc. This category does not include learning problems which are primarily because of visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvantages.

3. Seriously emotionally disturbed

Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.

4. Orthopedically handicapped (crippled)

These individuals have a limited ability in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.

5. Visually handicapped

These individuals are severely limited in their ability to see. State laws and regulations establish the criteria for diagnosis and classifications of visual disabilities.

a. Partially sighted

Using the criteria specified by the state, include in this group those individuals whose vision is limited even with correction to the extent that modifications must be made in program, equipment, materials and/or facilities if they are to be able to succeed in the vocational program.

b. Blind

State laws define legal blindness. The extent of the visual disability is severe. Usually, the visual handicap is such that the individual must depend, to a large extent, on his senses of touch and hearing rather than on his sense of sight.

6. Hearing impaired

Individuals in this group have a sense of hearing that is inadequate for success in the learning situation. State laws and regulations establish the criteria for diagnosis and classification of hearing disabilities.

a. Hard of hearing

Individual can hear and understand speech, buth with difficulty. The speech must be loud and the individual must use a hearing aid, or lip read along with a hearing aid, to supplement his own hearing.

b. Deaf

Even with the amplification of sound provided with a hearing aid, the individual is unable to hear and recognize all speech sounds.

7. Speech impaired

These individuals have speech patterns that differ from the normal to an extent which is noticeable. Some speech disorders are articulatory, vocal, stuttering, delayed speech, and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.

8. Other health impaired

This group of individuals have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes and other illnesses.

9. Multi-handicapped

Individuals in this group have a combination of handicapping conditions, each of which must be considered in planning programs or program modification.

ESEA TITLE III

A. Definitions

"Handicapping Children" means those children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, crippled, seriously emotionally disturbed, crippled and other health impaired, and who because of these particular health problems require special education or related services.

B. Kinds of Handicapping Conditions

1. Seriously emotionally disturbed children as opposed to socially maladjusted children, exhibit one or more of the following characteristics over a long period of time and to a marked degree:

   a. An inability to learn which cannot be explained by intellectual, sensory, or health factors;

   b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

   c. Inappropriate types of behavior or feelings under normal circumstances;

   d. General pervasive mood of unhappiness or depressions; and/or

   e. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems.

2. Children with "specific learning disabilities" are those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. These disorders include conditions such as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental disadvantage.

C. Eligibility

For the purpose of providing special education in a particular state, children who are classified as handicapped and are eligible to receive funds under Part B of the Education of the Handicapped Act, P.L. 91-230, shall be eligible to receive Title III, Section 306 funds earmarked for handicapped children.

ESEA TITLE I

A. The definition of the handicapped for Title I (89-313) is: handicapped children include mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired children who by reason thereof require special education.

MAP OF REGIONS

MONTANA

No. 1052 — County Outline Map
STATE PUBLISHING COMPANY
Helena

APPENDIX III

EXISTING AND PROPOSED SERVICE UNITS

City	Region	Multi-Co. District	Libary Clerks/ SEIMC	Area Resource Teachers	Regional Coordinators
Kalispell	I	10	X	X	
Missoula	I	11	X (new)		X (new)
Havre/ Chinook	II	4		X	
Great Falls Conrad	II	5	X	X	X
Helena	III	8	X		X (new)
Bozeman	III	9		X (new)	
Butte	III	12	X		
Lewistown	IV	6			
Billings	IV	7	X		X
Glasgow	V	1	X	X	
Glendive	V	2			X
Miles City	V	3	X	X	

APPENDIX IV

POSITION DESCRIPTIONS OF REGIONAL RESOURCE COORDINATOR, REGIONAL COORDINATOR, AND AREA RESOURCE TEACHERS.*

A. POSITION DESCRIPTION - REGIONAL RESOURCE COORDINATOR

1. Fundamental Objectives: To plan, organize, implement, monitor, and facilitate services and resources, and evaluate the development of an organized resource service pattern for handicapped children for the State of Montana.

2. Duties

The regional resource coordinator will be expected to perform specifically in the following manner:

a. Plan, implement, and monitor all components of Project Outreach-Montana to insure an organized, coordinated communication network.

b. Assist regional coordinators and area resource teachers in management practices which will guarantee stable operational functioning for individual educational agencies.

c. Function and direct liaison between Project Outreach and the Montana special educational effort.

d. Locate, analyze, determine and inform all personnel involved with program development in regard to the trends which evolve throughout the state and the nation in order to improve resource service patterns.

e. Develop a resource model for the State of Montana.

f. Give limited diagnostic prescriptive service to the LEA.

g. Provide inservice training to regional coordinators, area resource teachers and other field personnel working with the handicapped.

h. Coordinate regional activities as designated by the Superintendent of Public Instruction.

B. POSITION DESCRIPTION - REGIONAL COORDINATOR

1. Fundamental Objective: To help develop, organize, implement, monitor and improve the operations of local education agencies.

*as approved in contract with Project Outreach.

2. Reports to: Functional reporting to the supervisor of special education and a copy to the state regional resource coordinator.

3. Duties:

   a. Establish specific missions, goals, objectives, activities, measurement criteria, time-frame and cost and establish results for particular Project Outreach efforts.

   b. Assist in identifying all handicapping conditions within service area.

   c. Identify existing resource (personnel and other agencies serving handicapped children within a service region).

   d. Organize, with assistance of the special education supervisor and the regional resource coordinator, all inservice training needs as determined by area resource teachers and other specialists within a service area.

   e. Participate in curriculum modification and development of special education program (6-17).

   f. Provide publicity and information concerning services and functions of the Outreach effort, to be disseminated in the areas in which it serves.

   g. Coordinate services and functions with Project Outreach, Office of the Superintendent of Public Instruction and LEA.

   h. Provide a limited amount of individual mental testing for individual local education agencies.

   i. Coordinate regional activities designated by the Superintendent of Public Instruction.

C. POSITION DESCRIPTION - AREA RESOURCE TEACHER

1. Fundamental Objective: To provide directly to teachers informal diagnostic, demonstration, and consultative services and, in general, fulfill those responsibilities deemed necessary to assist the local education agency in serving handicapped children.

2. Duties: The major activities of this position will be to demonstrate materials and consult with teachers.

   a. Develop educational evaluations and prescriptive programs for teachers serving handicapped children.

   b. Participate in curriculum development and modification of all special education programs (6-17).

c. Promote evaluation of materials and methods as measured by teacher needs for child growth and performance.

d. Develop inservice training programs for teachers which should involve topics according to service area needs.

e. Assist in the statewide identification of handicapped children and resources for handicapped children.

APPENDIX V

GOALS OF SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTERS*

A. GOAL NUMBER ONE

To improve the quantity, quality, distribution, and use of instructional materials and equipment by special education personnel and parents who assist with Montana's handicapped children and youth.

Activity	Time	Standards of Performance
1. Demonstrate to special education personnel materials and equipment available for use in educating handicapped children and youth.	Upon request by school district administrative staff or their teaching personnel	Fifty-three special education teachers within Montana will receive individual instruction in the use of materials and equipment for handicapped children and youth twice during the 1973-74 school year.
2. Maintain a facility for walk-in perusal, mail-in, mail-out, and a mobil van service.	Daily Activity	At least 3,000 instructional items will be checked out by special education personnel in Montana during a 10 month period from August 14, 1973 to June 15, 1974.
3. Assist special education personnel in the evaluation of instructional materials to be used in working with handicapped children and youth within special education classroom settings.	Upon request by school district administrative staff or their personnel.	Forty special education personnel in Montana will be given assistance in designing and developing curricula materials appropriate to their class or program during the 1973-74 school year.
4. Train special education personnel in the preparation of instructional materials.	Upon request by school district administrative staff or their personnel.	Forty special education personnel in Montana will participate in at least one workshop concerning teacher prepared materials during the 1973-74 school year.
5. Operate and maintain a Prescriptive Materials Retrieval System.	Daily Activity	At least 300 special education personnel in Montana will receive assistance in selecting materials and equipment for a child having a particular handicap.
6. Prepare a quarterly newsletter notifying special education personnel what services, materials, and equipment available from the Special Education Instructional Materials Centers.	This will be accomplished during September, November, February, May of the 1973-74 school year.	A newsletter will be sent to all special educations personnel working with handicapped children and youth in Montana.

*Sample format taken from contract with School District No. 1, Lewis & Clark County.

Activity	Time	Standards of Performance
7. Arrange for publishing companies to give workshops on the use of their company's particular instructional item to school districts requesting this assistance.	Yearly Activity	Ten school districts within Montana will receive from at least two publishing companies, workshops explaining materials purchased from their company.
8. In conjunction with a university or college special education methods and materials class, a video-tape program will be utilized to demonstrate the appropriate use of materials and equipment for handicapped children.	Yearly Activity	At least ten college students will gain expertise with an instructional program and ten special education teachers will be introduced to new materials and equipment which can be used in their classroom.
9. Sponsor an instructional materials teacher idea exchange program within each of Montana's five regions.	Yearly Activity	All special education teachers within each region will be given an opportunity to participate in a teacher idea exchange program at least once during the school year.
10. Operate and maintain a toy lending library to train parents of handicapped children.	Yearly Activity	At least ten parents and the SEIMC library clerks in each region will receive enough training to develop skills to work with toys as a medium of instruction.
11. Provide regional coordinators, area resource teachers, and audiologists with adequate and operative testing and instructional materials and equipment to ensure they are able to perform their jobs efficaciously and deliver truly high quality services.	Monthly Activity	Once each month the special education instructional materials consultant will meet with regional coordinator, area resource teachers, and audiologists to coordinate services.

B. GOAL NUMBER TWO

To strengthen the relationship of the intrastate Special Education Instructional Material Center Network in Montana (see attachment) by maximizing the effectiveness of existing regional centers that are both convenient and directed to the needs of young handicapped persons within a particular region.

Activity	Time	Standards of Performance
1. Coordinate activities between the special education instructional materials consultant and the regional associate centers.	Yearly Activity	The consultant will visit each associate center once a month.
2. To provide assistance to the associate centers in the circulation of instructional materials, equipment and information.	Yearly Activity	a. Provide the necessary forms for the daily walk-in perusal, mail-in and mail-out service and shelving of materials. b. Written or spoken communication at least once a week to monitor and help each regional associate center.
3. Maintain the present SEIMC catalog system for the five centers.	July 1, 1974	All new materials and equipment will be included in the SEIMC catalog for the 1974-75 school year.
4. Workshops for library clerks at each of the associate centers.	This will be accomplished two times during the school year.	All regional associate center library clerks will be trained in the operation and maintenance of each center.

APPENDIX VI

FY '74 DETAILED BUDGET FOR REGIONALIZED SERVICES FOR THE HANDICAPPED

Budget Item	EHA, Part B FY '73 Carry-over	EHA, Part B FY '74 allocation	Project Outreach	Totals
Regional Resource Coordinator (1)			$13,000	$13,000
Regional coordinators (4)		$36,000	12,000	48,000
Secretary/Library Clerk (Billings) - (1)			5,200	5,200
Fringe Benefits		5,400	4,530	9,930
Indirect Costs			6,308	6,308
Consultants			1,000	1,000
Supplies & Materials			1,462	1,462
Capital outlay (Equipment)			200	200
Travel (Project Outreach 1 Regional Resource Coordinator $2,200 - 1 Regional Coordinator $1,600; Part B - 3 Regional Coordinators @ $1,600 or $4,800)		4,800	3,800	8,600
Equipment and Office supplies (3 Regional Coordinators)		3,000		3,000
Area Resource Teachers (6)		60,000		60,000
Instructional materials (Bozeman)		1,600		1,600
Travel (6 teachers @ $1,850)		11,100		11,100
Equipment & Supplies		4,450		4,450
Fringe Benefits		9,000		9,000
SEIMC - Missoula (set up expense)		6,000		6,000
Library clerks (8 @ 3/4 time)		21,000		21,000
Fringe benefits		3,150		3,150
Postage		4,000		4,000
New Instructional materials		10,500		10,500

Appendix VI (cont'd.)

Budget Item	EHA, Part B FY 73 Carryover	EHA, Part B FY 74 allocation	Project Outreach	Totals
State SEIMC Coordinator (Helena) - 1	11,600			11,600
Library Clerk (1)	3,670			3,670
Fringe Benefits	2,037			2,037
Travel, In-state	1,200			1,200
Travel, Out-of-state	800			800
Printing	3,000			3,000
Instructional Materials & equipment	2,500			2,500
Clerical Supplies	1,500			1,500
Telephone	300			300
Postage	2,000			2,000
Totals	$28,607	$180,000	$47,500	
Grand Total				$256,107